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ABSTRACT

This staff development module is designed to: (1) introduce significant facts basic to understanding the cultural and historical heritage of three Asian-American cultures; (2) develop an accurate knowledge and awareness of the experiences of Asian-Americans; and (3) relate the geography and past history of China, Korea, and Japan to the United States and North America and to the present culture of these Asian peoples. Activities and materials that might be used in helping staff become more familiar with Asian-American culture through each of these objectives are outlined. Appendices include a topographical map of Japan, a political map of Asia, origami instructions, and resource lists of pertinent books and films. (Author/EB)

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ED173510

ASIAN-AMERICANS

Chinese-Americans
Japanese-Americans
Korean-Americans

Staff Development Module

Developed by: Mrs. Keiko Panter
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Ethnic Heritage Project
Atlanta Public Schools
Program Development
Division of Instructional
Planning and Development
1975-1976

UD 019612

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Asian-American Staff Development

Rationale:

To better understand Asian-Americans, participants must be acquainted with basic factual overview of the historical and cultural background of this group. Each of the three cultural groups discussed may have common cultural facts, background, and history but do not overlook the uniqueness of each. This module is designed to:

1. Introduce significant facts basic to understanding cultural and historical heritage of three Asian-American cultures.
2. Develop an accurate knowledge and awareness of experiences of Asian-Americans.
3. Relate the geography and past history of China, Korea, and Japan to the United States and North America to present culture of these Asian peoples.

There are about 2,000,000 Asian-Americans living in the United States. Although two-thirds of the Asian-Americans have roots in this country going back over a century, they are still, to some extent, treated as foreigners due to their physical structure and language differences.

The Asian-American materials in this module are limited to Chinese-American, Korean-American, and Japanese-American.

General Objectives:

To increase awareness and learn accurate factual knowledge about Asian-Americans and their experiences in this country.

To develop skills and strategies appropriate for comparing, contrasting, and comprehending American and Asian cultures.

To stimulate a desire to know more about all Asian-Americans.

Materials:

Resource Materials — ASIAN-AMERICANS: Chinese-, Japanese-, and Korean-Americans, developed by Atlanta Schools Ethnic Heritage Project.

THE EXPERIENCE OF JAPANESE-AMERICANS IN THE UNITED STATES: a teacher resource manual, Japanese-American Citizens League, 1765 Sutter Street, San Francisco, California, 94115.

Schwartz, Rudolph and Harold E. Hammond. CHINA-JAPAN-KOREA. Revised edition, New York: Cambridge Book Co., 1975.

Films:

Chinese-Americans (Available in Atlanta Public Schools Film Catalog)
Japanese-Americans (Available in Atlanta Public Schools Film Catalog)

PRETEST

1. Identify the correct order (from oldest to newest) of Asian immigration to the United States of America.

   a. Chinese, Koreans, Japanese
   b. Koreans, Japanese, Chinese
   c. Japanese, Chinese, Koreans
   d. Chinese, Japanese, Koreans

2. Identify the years which Asians were barred from immigrating to America.

   a. 1924-1943
   b. 1924-1952
   c. 1924-1960
   d. 1924-1965

3. Which ethnic group was put in concentration camps during World War II by the United States?

   a. Jewish-Americans
   b. German-Americans
   c. Chinese-Americans
   d. Japanese-Americans

4. Identify the correct order (from largest to smallest) of the size of land of the following nations.

   a. China, USA, Japan, Korea
   b. USA, China, Korea, Japan
   c. Korea, Japan, USA, China
   d. Japan, Korea, USA, China

5. Identify the correct order of the rank (first-fourth) of these four industrialized nations in the world. (Most industrialized to least industrialized.)

   a. USSR, Germany, USA, Japan
   b. Germany, USSR, Japan, USA
   c. USA, USSR, Japan, Germany
   d. USSR, USA, Germany, Japan

6. Identify the two most influential religions in China, Korea, and Japan.

   a. Buddhism and Toaism
   b. Buddhism and Confucianism
   c. Confucianism and Shamanism
   d. Confucianism and Christianity

7. Which scale is used for the traditional Asian music?

   a. Major scale
   b. Minor scale
   c. Pentatonic scale
   d. Well-temper scale

8. Which country is the origin of "Haiku" (poems) and "Origami" (paperfolding)?

   a. The USA
   b. Japan
   c. China
   d. Korea

9. The traditional family relationship in China, Korea, and Japan has been:

   a. female dominated
   b. elder dominated
   c. male-female equally dominated
   d. male dominated

10. The greeting gesture of Chinese, Koreans, and Japanese is usually:

   a. kiss or hug
   b. shake hands
   c. bow
   d. kneel

Key: Pretest

1 - d

2 - b

3 - d

4 - a

5 - c

6 - b

7 - c

8 - b

9 - d

10 - c

Objective 1:

To introduce the reasons for the immigration of Chinese, Japanese, and Koreans to America.

Materials:

Asian-Americans Resource Material

Atlases, etc. of Asia, Pacific ocean area and North America.

Activity A:

Why Asian emigration - immigration?

Step 1: Have participants brainstorm about the reasons for emigration of Chinese, Japanese, and Koreans to American. Have atlases available for reference. Ask them to develop one or more hypotheses about the emigration — immigration of Asians.

Step 2: Divide participants into three groups representing Chinese, Japanese, and Korean and proceed as follows:

a. Group concensus on hypotheses related to the assignment above but specifically related to group assignment.

b. Read the material related to group assignment and modify hypotheses. Chinese — p. 1–11, Japanese — p. 21–31, Korean p. 47–56.

c. Each group should report on modifications, new information unfamiliar to them and misconceptions, if any, that were clarified in background readings.

Step 3: Categorize the reasons in a chart similar to one below:

Why Asian Immigration?

	Chinese	Japanese	Korean
Major factors			
Minor factors			

Step 4: Identify how Atlas resources assisted in formulating hypothese. Did reading support hypothese? Discuss how students can be taught to use these resources.

Activity B:

Every 10 years the Census Bureau gives immigration figures. Figures are cited in Resource Material. Construct bar or line graphs showing immigration and relate this to the United States immigration laws and policies.

When the graph is completed, identify areas in the United States where Asian populations have constituted a significant minority.

Objective 2:

To sensitize participants to brief historical overview and experiences of the history of Chinese-American, Korean-Americans, and Japanese-Americans.

Materials:

Asian-Americans Resource Material

Schwartz and Hammond, China, Japan, Korea

Other materials as available

Butcher paper, scissors, crayons, etc.

Activity:

Step 1: Divide into three groups asking each to make a time line in some form showing the experiences in the United States of each of the three Asian-American groups.

Step 2: Have each group color coded or identify in some manner what they would consider positive and negative events. Participants should determine criteria. When finished, ask each to identify the frame of reference for determining positive or negative. Discuss this in detail.

Step 3: As each group reports ask:

a. What is essential to establishing understanding and empathy for Asian-Americans?

b. How can we teach these essential understandings to middle grade students?

Step 4: Ask each group to write recommendations so that they can be reproduced and sent to all.

Objective 3:

To utilize a variety of maps, statistical data, and other resources to acquire accurate data on contemporary needs of the people of China, Korea, and Japan.

Materials:

Maps, atlases, population, economic, and resource data, etc.; geographic sections of Asian Resource Materials, film: Japan: Harvesting the Land and Sea and Chinese-Americans and other available resources.

Activity:

Step 1: Divide participants into groups. Alternative for grouping could be by nations or by the specific categories. Each provide opportunities for comparison and contrast among the three nations. Group assignments are:

a. Identify information derived from climate and product maps noting how it affects the way of life of the people and ultimately their cultural traits.

b. Using physical maps, identify topographical features and type, distribution, and utilization of natural resources that affect population distribution and the economic system, historical and contemporary.

c. Using political maps and historical data from 1880 to present, speculate about relationships between Japan and mainland Asia, past and present. What has been and is now the relationship between Japan, Korea, China and how does this affect their experiences in Asia and in the United States or are they diverse? Should we consider all three as well as those of other Asian-Americans to be

similar? Is it essential to be aware of and sensitive to diversity and dissimilarities of the Chinese, Koreans, and Japanese?

It will be necessary to refer to the other references to work on this assignment. Ask all groups to report findings, check for accuracy eliminating vague generalizations, identify and eliminate misinformation.

Step 2: Show films: Japan: Harvesting and the Sea and Chinese-American and read resource material.

Modify hypotheses if necessary.

Ask:

Which are dependent on the sea for food? — for trade and economic survival?

Which countries are able to support the population and develop a modern competitive technological society? Which are dependent on foreign trade? For what reasons would people from these countries emigrate to the United States.

What does this mean in relation to number of people who will be visiting or living and working and applying for citizenship in the metropolitan Atlanta area and in Georgia and the southeast?

What generalizations can be made about the geography and related resource utlization and the culture of the people? — About the national goals? — About the values of the people?

The purpose is to involve participants in perceiving relationships, in analytical and application skills, using a variety of data sources and in following through with testing hypotheses by utilizing other data rather than resorting to preconceived ideas that may be based on misinformation.

Step 3: Have participants develop a short instructional unit using maps and statistical data and related Asia-American resource material and other materials related to helping students become aware of the different cultural backgrounds of these Asian people, to sensitize them to the dangers of stereotyping people because they appear to be alike.

Objective 4:

To learn more about the culture and customs of Asian-Americans.

Materials:

AsianAmerican Resource Materials, pages 59–79.

Community Resource Persons as available.

Activity:

Nonverbal Communication — available materials, pages 66–69.

Step 1: Divide participants in pairs and designate one as American and other as Asian. Each pair will develop and role play a social situation that will demonstrate one or more nonverbal communication.

Step 2: Discuss in detail how this affects attitudes of Asian students when nonverbal behaviors are not understood or accepted. Why should we be very careful to be knowledgeable of these cultural differences?

Activity:

Haiku is composed of three lines made up of 17 syllables.

First line contains five syllables.

Second line contains seven syllables.

Third line contains five syllables.

Example: Somehow it seems wrong (5)
to take one's noonday nap and hear (8)
a rice-planting song (5)

The ideal Haiku should be 5-7-5 pattern, but participants should know the following patterns are acceptable. 5–8–5; 5–6–5; 4–7–5; 5–7–4.

Step 1: Compose several Haiku related to a variety of subjects.

Step 2: Discuss ways of utilizing this to develop writing skills.

Activity:

Japanese Folktales

On pages 17 - 23 are some beautiful and typical Japanese folktales.

Ask participants to select one.

Step 1: Identify a folktale in English/American or western European literature which it is similar to Asian.

Step 2: Rewrite story in modern context.

Step 3: Discuss how these beautiful stories could be utilized to help students become aware of the commonalities of folktales from a variety of cultures. People everywhere throughout time have had common concerns and experiences.

Relate to composition and developing writing skills.

Activity

Origami

Materials

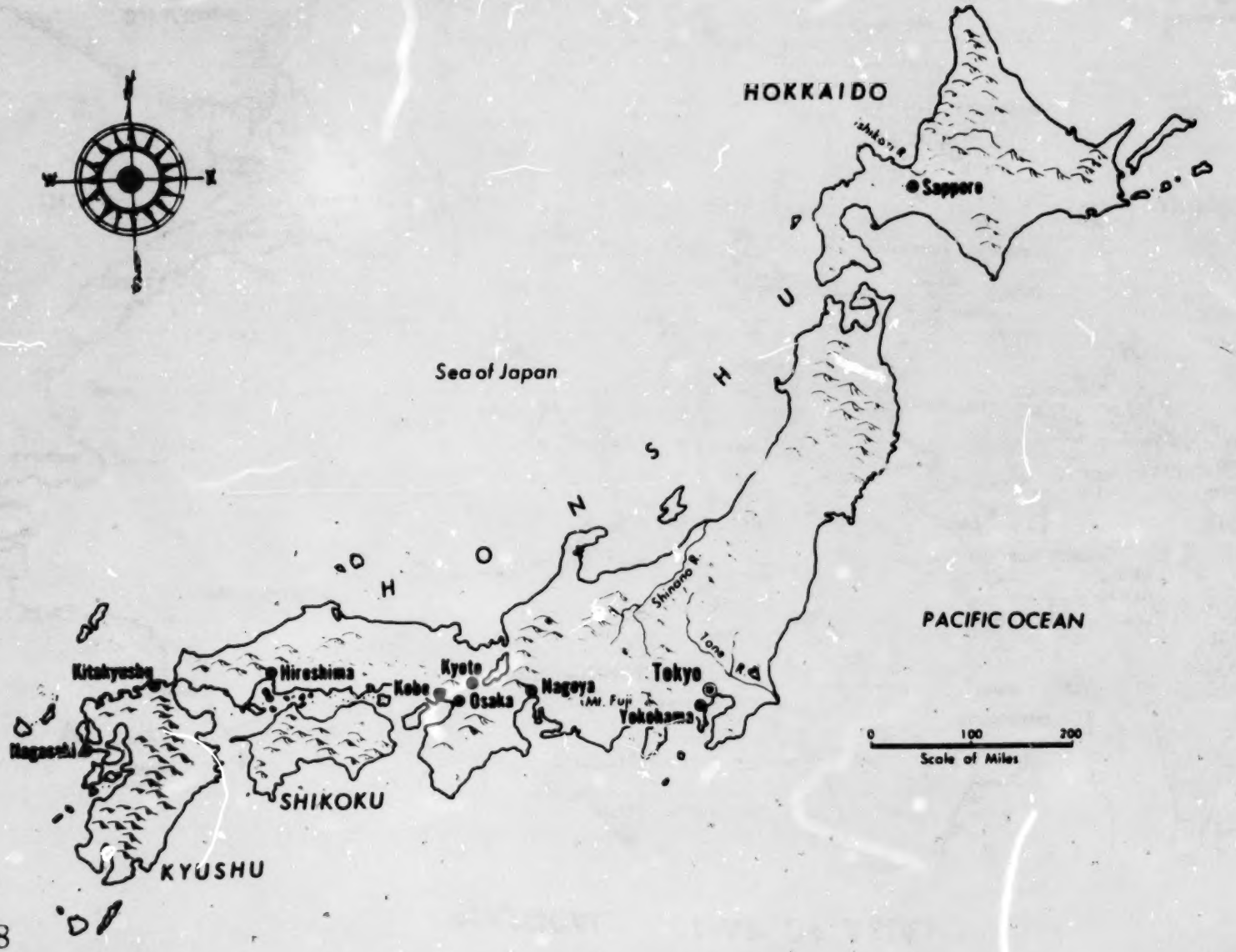
Asian-American Resource Material, pages 77 and 78 and Bird, Staff Development Module, pages 29 - 30. See bibliography for reference materials.

Step 1: Study directions and produce the three items boat, playball, and bird.

Step 2: Divide into small groups and ask each group member to direct group through process of creating one item. It is important to proceed as directed, step by step.

Step 3: Develop one or more math lessons using Origami to develop and test competencies regarding geometric figurations.

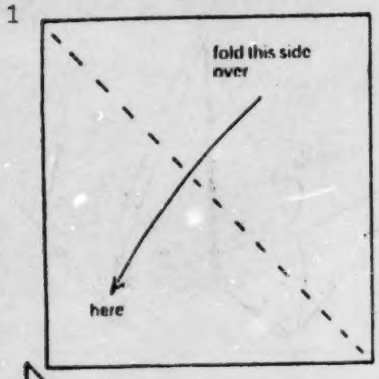
APPENDIX



TOPOGRAPHICAL MAP SHOWING MOST IMPORTANT CITIES OF JAPAN

POLITICAL MAP OF ASIA

BIRD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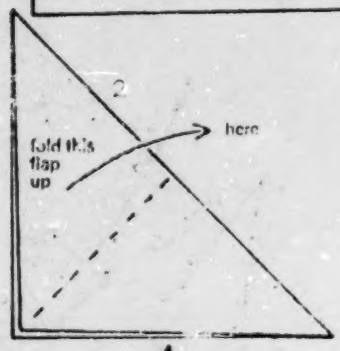
fold this side over
here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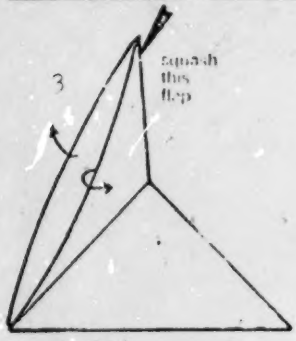
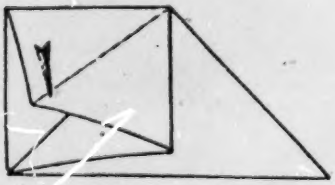
fold this flap up
here


3
squash this flap
here the flap is seen half squashed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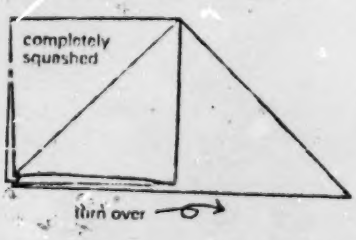
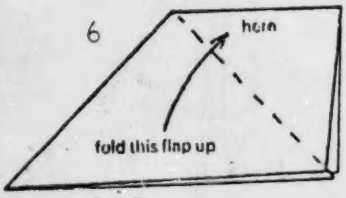
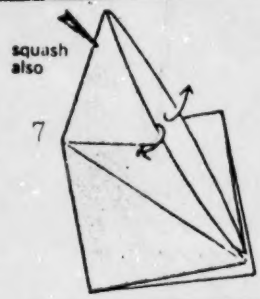
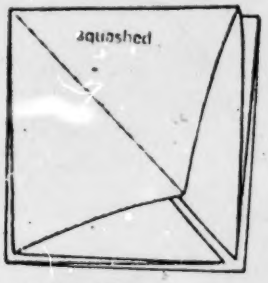
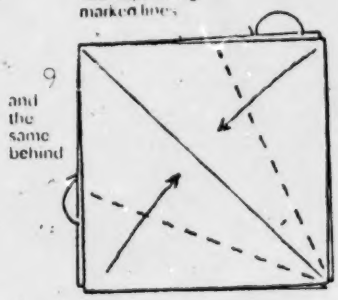
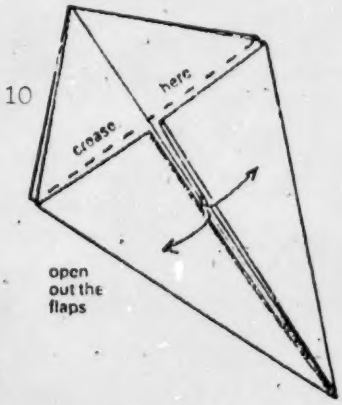

5
completely squashed
turn over

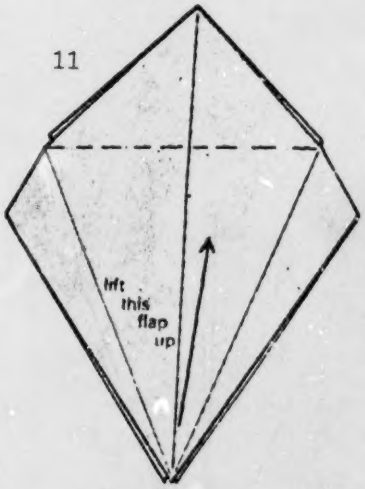

6
here
fold this flap up

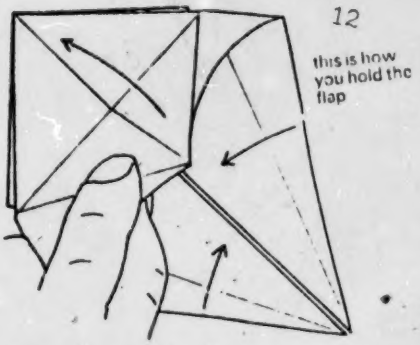

squash also
7

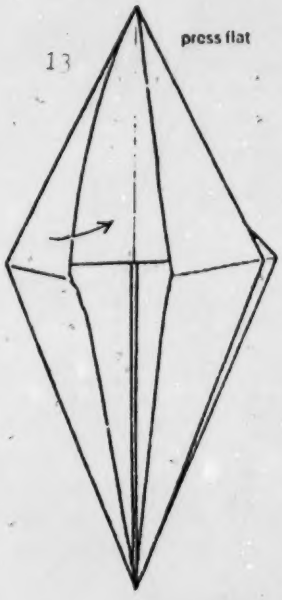

8
squashed
fold flaps along marked lines


9
and the same behind

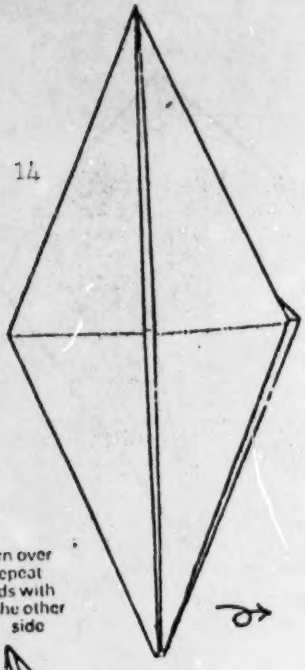

10
here
crease
open out the flaps


11
lift this flap up


12
this is how you hold the flap


13
press flat

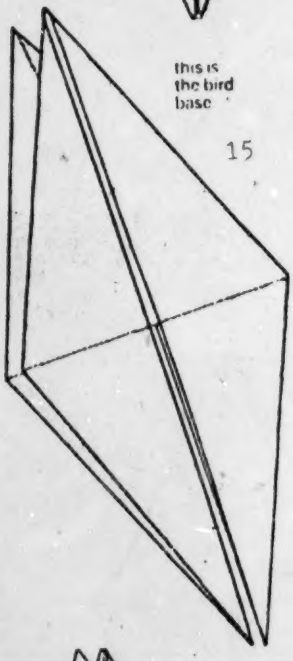
14



now turn over and repeat folds with the other side

this is the bird base

15



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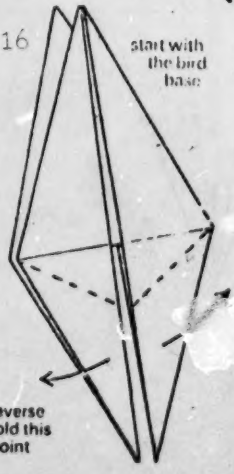

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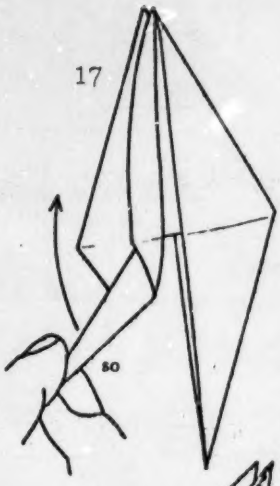

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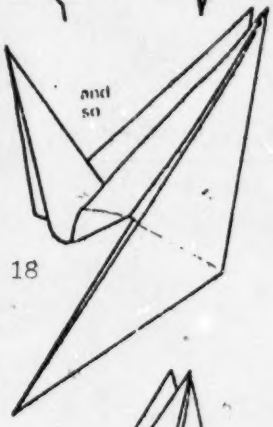

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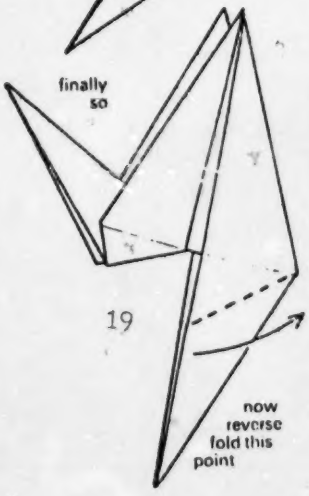

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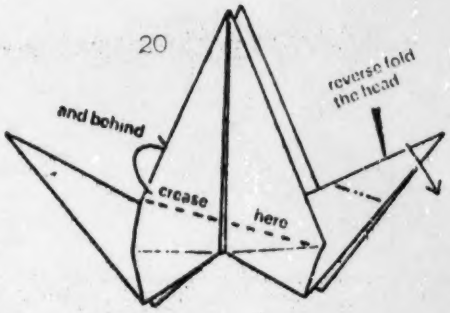

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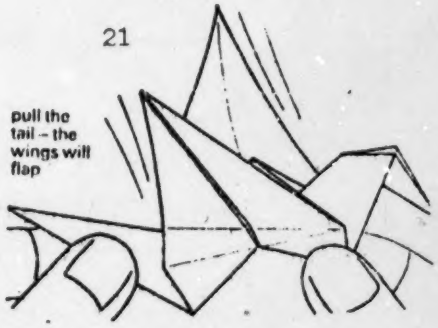

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Globe Book Co., Inc.

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Shirley Glubok
The Macmillan Co.

Origami: The Art of Paperfolding
Robert Harbin
Funk and Wagnalls Co.

The Art of Origami
Samuel Randlett
E. P. Dutton and Co., Inc.

Impressions of Japanese Architecture and the Allied Arts
Ralph Adams Cram
Dover Publications, Inc.

The Art of Chinese Landscape Painting
Anil de Silva
Crown Publishers, Inc.

China Japan Korea
Rudolph Schwartz and Harold E. Hammond
Cambridge Book Co.

Chinese in America
William L. Tung
1974 Oceana

Mastering Music
Choate-Kjelson-Berg-Troth
American Book Co.

Farewell to Manzanar
Jeanne H. Wakatsuki and James D. Houston
Houghton Mifflin Co.

Films — General Asian

The following films are available through the film catalog, Atlanta Public Schools, Professional Library.

1. Land of Immigrants
2. Shanghai: The New China
3. America; The Melting Pot
4. Where is Prejudice Part I
5. Where is Prejudice Part II
6. Asia — The Quest for Peace
7. Asia — A Continental Overview
8. China Under Communism
9. China: The Land and the People
10. Family Life in Japan: Remember I'm Me
11. Focus on Communist China
12. Fomosa
13. Hong Kong: Crossroads of the Orient
14. Hong Kong: Free Port
15. Japan
16. Japan: Sheenya of the City
17. Japan Harvests the Sea
18. Japan: Harvesting the Land and Sea
19. Japanese Boy: The Story of Taro
20. Japanese Village Life
21. That War in Korea
22. United Nations in Korea
23. Crane's Magic Gift*
24. Chinese-Americans (2 Parts)
25. Japanese-Americans

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*Full-length, Feature Story

Films-Chinese

The following 16 mm color films are available free of charge from: Consulate-General of the Republic of China, Suite 1616, 225 Peachtree Street, N. E., Atlanta, Georgia, 30303, Telephone: 522-0172.

1. The New Face of Taiwan
2. Tourism in Taiwan
3. Landscapes of Taiwan
4. Treasures of Taiwan
5. Morning in Taipei
6. An Invitation to Taipei
7. Taiwan: China's Western Dragon
8. National Taiwan University
9. Taiwan's Farmers
10. Forest and Life
11. National Palace Museum
12. The Masterpieces of Chinese Art
13. Seven Chinese Festivals
14. Golden Heritage
15. Chinese Porcelain
16. A Story of Clothes
17. Chinese Women
18. The Increased Production of Animal Protein
19. China's Maritime Industry
20. Foreign Trade of the Republic of China
21. All Roads Leading to Freedom
22. The Little League Baseball Team of the Republic of China
23. The Sixtieth Anniversary of the Republic of China
24. Another Way of Life
25. Free China Mourns President Chiang
26. Love and Faith
27. Tsenwen Reservoir
28. This Land, This People
29. From Waste to Wealth
30. The Story of "Ti-Ying"*
31. The Story of Two Daughters*
32. The Escape*
33. The Everlasting Glory*
34. The Hand*
35. Love Begins Here*
36. Everything is Fine*
37. Kwei-Feng*
38. Girl Friend*
39. Long Way From Home*
40. Who is to Blame*

*Full-length, Feature Story

Films-Japanese

The following 16mm color films are available free of charge from: Consulate-General of Japan, Suite 1501, 400 Colony Square, 1201 Peachtree Street, N. E. Atlanta, Georgia, 30303, Telephone: 892-7845.

1. Children's Songs of Japan
2. Architecture in Japan
3. Folk Songs of Japan
4. Living Arts of Japan
5. Children at Play
6. Garden's of Japan
7. Kabuki: Classic Theatre of Japan
8. Culinary Art of Japan
9. Origami: Paperfolding of Japan
10. "No" Drama
11. Bunraku: Puppet Theatre of Japan
12. Rice and Agriculture Development
13. Schooling for Progress
14. Nature Bounty: Flowers for Japanese
15. The Language of Japan
16. Life From the Sea
17. New Tasks for Japan
18. Sports in Japan
19. Japan 1970
20. Oversea Trainees in Japan
21. The Imperial Family of Japan
22. An Invitation to Traditional Music
23. Women of Modern Japan
24. Toward New Tomorrow: Land Development Today
25. Mountain Fuji: Beauty of a Classic Symbol
26. Touring Japan
27. Kaguya Hime: The Princess of the Moon*
28. The Rivers and the Japanese People
29. The Art and Meaning of Ikebana
30. Four Seasons of Children
31. The Boy and a Crane*
32. Children in Towns and Villages
33. Welfare for the People: Search for the Harmony in Living
34. Traditional Handcrafts in Modern Living
35. Sato Awarded Nobel Peace Prize
36. Mass Communication and the Japanese People
37. Farms of Fish
38. Problems of Urban Traffic
39. Energy Problem and Japan
40. Aquaculture in Japan
41. Africa and Japan
42. Water for Agricultural Progress

*Full-length, Feature Story

Films Available from Atlanta Audio-Visual

0200254 Chinese-American
The Early Immigrants
20 minutes, Color, Handel Films
This film examines the history of the first Chinese who came to the United States, explains the role played, and tells of the brutal treatment and hardships they endured.

02002055 Chinese-American
The Twentieth Century
20 minutes, Color, Handel Films
In addition to their cultural heritage, the film examines the Chinese Civil War which resulted in the emergence of Red China under Mao Tse-Tung.

02001041 Japanese-American
30 minutes, Color, Handel Films
With legalization of immigration, many Japanese sailed to Hawaii and the west coast of the United States. The film traces the experience of these new Americans.